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MARCH, 1961

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School Activities

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As the Editor Sees It



"Education of the Future," or some similar topic, is right now a very popular subject for educational writers and speakers (as well as Sunday supplementeers, penny-a-paraphrathers, and other self-appointed experts and prophets). Obviously, an individual must have a lot of prophetic ability (or unutterable brashness) to be able to cover the entire field of education with its many highly specialized areas. But these prophets pretend to have this all-encompassing talent—for twaddle.

We have just read seven of these blurbs and we did not find a single paragraph devoted to extracurricular activities. Possibly these seven writers recognized that they knew too little about the field, and used good judgment; more likely, they considered it not important enough for their sage predictions.

Although there is relatively little difference between scholastic abilities of boys and girls, more girls than boys become valedictorians. Why? The reasons commonly given are that girls (1) have the advantage of about two years of maturity; (2) make a more favorable impression on teachers, especially men teachers; (3) tend to take less difficult subjects; and (4) spend less time on extracurricular activities. What do YOU think?

One of the most intelligent and vigorous of the inter-school organizations for the promotion of student activities (including a big emphasis on the student council) that we know about is The Federation of Catholic High School Students of the Diocese of Pittsburgh, Pennsylvania.

In its generous, continuous, and varied program are frequent general conferences, officers' conferences, leadership clinics, awards dinners, music programs, religious programs, social events, All-Federation Ball, evaluation activities (assembly, projects, council, etc.), monthly and special reports, and the monthly *Federation Newsletter*.

Here is an inter-school organization that is well worthy of imitation.

Assuming that (1) the entire school should have complete and authentic information concern-

ing what is going on, (2) the student council is at the center of the extracurricular activity program, and (3) the council recognizes its responsibility to the school, it should be clear that, as far as public relations and school support are concerned, the council's secretary or reporter ranks at least almost alongside the president in importance.

Each month we "read" some 50 or 60 magazines, journals, newsletters, reports, and other publications of educational, activities, physical education, interscholastic athletics, and other state associations. Can you guess the material that is most unpretty and discouraging?—The reports of brawls and unsportsmanlike actions (and resulting hearings and assessments of penalties) of coaches, players, and spectators at interscholastic athletic contests—most common in basketball. And there are far too many of these.

True, such accounts probably help to curb such childish exhibitions—and they should be published. But we look forward to the day when it will not be necessary to include such uncomplimentary material in our professional journals.

Small schools rarely or never attempt to compete in interscholastic athletics with large schools, but not a few are still trying to compete in yearbooks. Although school press associations have done a good job in eliminating such foolish imitation by their contest classifications of schools according to size, some small schools apparently (1) are over-awed by nearby large and impressive schools, or (2) do not know about or enter yearbook competitions or (3) are just plain stupid and stubborn.

Twill soon be time again for "Pomp and Circumstance" and, in some schools, time for deciding the all-night-senior-party question. The majority of school people look upon this event with disfavor—indeed, it is most frequently sponsored by some outside organization—but, to the average citizen, irrespective of who sponsors and handles it, it is still a "school" event. And a school has the right to protect its good name.

Two almost universal weaknesses of high school newspapers are their (1) great over-emphasis upon the extracurriculum (with the majority of articles representing well-known "history," not "news") and (2) under-emphasis upon the curriculum. Here is the most sensible story we have read on this subject. We urge that it be re-published in all high school press association journals—and joyously give permission.

High School Press Needs Balanced News Coverage

THE high school newspaper is making two errors in the publication of news and, in doing so, is failing to present a true picture of curricular and extracurricular activity in the secondary schools. The two errors are: first, too much emphasis on extracurricular news in relation to curricular stories; and second, failure to develop fully the worth-while extracurricular news.

How does the high school press over-emphasize the extracurricular program? A study of most secondary school papers will reveal that the top stories in issue after issue are usually school plays, student council carnivals, homecoming queen elections, hayrack rides, watermelon feeds, and sock hops.

And where are the stories on American history research papers, course changes in the curriculum, the English reports on the Shakespearian theater, the chemistry experiments, the three-dimensional designs constructed in geometry? These, if they appear at all—and many do not—are two- or three-inch items buried on inside pages or perhaps used as fillers on page one.

Does it really matter—this distortion in news publication? It does and there are three valid reasons why. *First*, many high school papers are taken home. It is not too surprising then that parents glancing at the issues throughout the year are convinced that their school is indeed

WANDA KAISER
Paola High School
Paola, Kansas

more concerned with the extracurricular than the curricular, an impression already gained through reading the scores of critical articles on education in the national press.

Second, the student reader is also affected by this distortion. Can he believe that a new course in college-level math added to the curriculum is as important an event as the junior prom when the latter is a story under a three-column head topping page one and the former under a one-column head near the bottom of page three?

Third, and what of the student reporters? They are receiving a distorted view of what constitutes news and good reporting. A high school newspaper is more than just a vehicle for the publication of news. It is also a teaching device which should and can teach the student to recognize news, to assess its relative value or importance in relation to other news, and to recognize the growing need for interpretive reporting.

The national press would not be serving the public if it were concerned only with the dramatic and unusual, or if it did not interpret for the average reader the meaning of the new income tax law, the trade agreement with the Latin American countries, or the flow of gold from the United States. These stories are important, for they affect our lives.

The high school press is not living up to its purpose if it stresses club meetings, dramatic productions, school parties, and queen contests. The student should have the opportunity to read well-developed stories on new courses to be offered, or interpretive articles on mathematics and science showing the growing importance of these in the space age. These stories affect his life.

The obvious answer is to publish more stories on classroom activity, but this is not enough

OUR COVER

In the upper picture three Paola, Kansas, seniors are doing research in early Kansas history for a classroom project that was intriguingly reflected in their *Reporter*. See story on this page.

The lower picture shows a group of Quill and Scroll members of Loveland High School, Loveland, Colorado, "mailing" one of the thousands of Valentines sent out each year from the Loveland post office. See story on page 198.



Mu Alpha Theta members listen to a senior explain the history of symbols used in Algebra. This illustrated a well-developed news story on a routine math club meeting.

unless these reports are developed to their fullest through interpretation whenever possible. If this seems like asking the neophyte reporter to bite off more than he can chew, it is not. Never underestimate the ability of today's teenagers. The young journalist should be taught, along with the basic reporting and writing skills, two additional techniques: extensive use of the interview and use of background material.

The interview will help the reporter obtain additional facts for the story and, equally important, enable him to use quotes from faculty members and students. Additional facts will help develop the story to the fullest. Quotes add interest, and this will still the young reporter's lament that classroom news is dull. *There are no dull stories; only dull writers.*

Background material will also add facts and interest as well as aid in interpretation. Every school newspaper or journalism department should have a background file to make material easily available to the writer. The file should contain clippings and articles (or notations as to their subject matter and location) from magazines, newspapers, and bulletins. These should be on all phases of education with special emphasis on curriculum. Locating articles is no problem with the coverage this field has had since the advent of sputnik.

The file is compiled by the students and the adviser—the adviser because he or she has access to material in educational journals which the stu-

dents do not. Articles containing statistics are good. For example, these would enable the reporter to compare science enrollment percentages of his school with the national average. Here are some stories developed for the Paola High School *Reporter* using the interview and background material.

A new set of science books received from a traveling science library provided the nucleus for a good story, not just a paragraph item. The enterprising reporter covered briefly the range of topics and subject matter in the books, interviewed and quoted the instructor on the growing need for scientists, the many fields of opportunity and how the books would be utilized, told of the increased enrollment in science classes in the local school and compared this with the state and national averages. It was the top story on page one.

A research paper assignment in American history prompted this story headlined, "Outlaws and Indians Fascinate Seniors." The reporter interviewed the students for their topics which gave her the interest arousing head and lead. The 1961 Kansas Centennial was the purpose of the assignment according to the quoted instructor. Background material included plans for local and state celebration of the event taken from newspapers. This material was not in our files, however. Material, especially that of a timely nature, will not always be available in the file, but the reporter can dig for it. That in itself is good training.

Additional courses in foreign language will be offered next year at Paola High School. The reporter assigned to this story used quotes from instructors in the language department augmented by quotes from articles by Conant and others on the need for more foreign language study, the recent growth in American high schools, and the stress on foreign language study in schools abroad.

It should be noted here that pictures accompanied these articles. A picture of a student checking out books accompanied the science story. A shot of students reading material from a centennial display was used with the American history report, and students setting up a display illustrating Spanish customs added interest to the story on foreign language.

All pictures may not be worth ten thousand words, but for underlining the importance of or calling attention to a story, they cannot be under-

estimated. Pictures should be used whenever possible, not just shots of the queen candidates or the cheerleaders, but good action shots of class activities.

Achieving proper balance between curricular and extracurricular stories should be one of the objectives of every secondary school newspaper. Another goal is to publish more worthwhile extracurricular stories, thereby correcting the second error in the publication of high school news.

There is much more to the extracurricular program than is usually revealed by the stories featured in the high school press even though this area has received more than its share of news coverage. A reader of the average paper probably has the impression that about all the Future Farmers of America do is have barn frolics and cart the Future Homemakers of America around on hayracks—in the moonlight. Occasionally there will appear an inch item on a Shropshire lamb or hybrid corn project that netted a boy \$225.00. The annual Hi-Y sock hop receives much better coverage than the Hi-Y meeting where the patrolman spoke on teenage driving. This would interest the whole school as much as the sock hop if it were well developed. How could this be done?

The Hi-Y story could begin with an interest-arousing quote from the patrolman's address. "Teenagers have good reflexes, but sometimes poor judgment," stated Patrolman John Jones at the January 6 meeting of the Hi-Y. Then in the remainder of the story bring out the other important points of the talk. And this story would be read for the interest teenagers have in cars and driving is as great as their interest in dancing.

The ideas brought out in a Y-Teen panel discussion of teenage problems would have great reader appeal if the story featured opinions on dating, curfew hours, allowances, and use of the family car. The monthly pot luck supper of the math club is more than a social affair, but reports of these meetings seldom reveal more than the menu. Teenagers do have healthy appetites, but their preoccupation with food should not influence their sense of news values. The math story should present excerpts from that paper on uses of math in the modern world. These stories too should be accompanied by pictures whenever possible.

In addition to printing more stories on worthwhile club activities, three other steps can be



Chemistry experiments can always provide bases for interesting classroom stories. These reports have great reader appeal because of the high interest in science today.

taken to improve the quality of extracurricular reports. *First*, eliminate the club column. Under this heading in issue after issue appear items on meetings held or to be held. It is not necessary to report every scheduled club meeting because not all meetings are newsworthy. That the Pep Club practiced cheers at their last meeting is not news. That the coach lectured to the club on game attitude is, if the coach is quoted on what the club can do to promote sportsmanship and school spirit. Unless something of interest does occur at the meeting, it need not be reported at all.

Even though items of little news value do appear under the headings of the club column, what is worse, good news stories are often buried there. Usually all meetings except perhaps the social affairs are placed under the club heading, and it is true that sponsors of these organizations are usually eager to have items reported concerning their club because it is good publicity. However, *the reporter who writes a fully developed story twice a year is a better press agent for that club than one who submits a one-paragraph item for each issue merely stating that a meeting was held.*

Second, let the emphasis be on the advance story whenever possible, rather than the follow-up. Publication dates for high school papers are one, two, three, and even four weeks apart. The follow-up account of many events is too old by publication date to be of any interest. This is especially true of social events unless something of unusual news value occurred at the event, something not covered by the advance story.

Third, don't rehash the advance story in the follow-up. The newspaper must carry many follow-up stories, especially on speakers, contests, plays, and sports events. In order to keep the material fresh, the reporter should find a new angle to feature. The queen contest advance would probably cover the event thoroughly, and the only new angle would be the winner. This probably would be known to everyone by the time the paper came out, and rather than use this, the reporter should search for an even newer approach. One way would be to write a personality sketch of the queen revealing her interests and ambitions.

Backstage difficulties on opening night or a record-breaking crowd could be the news peg that would lift the dramatic production follow-up out of the muffed yarn department. Don't rehash the concession stands or the program of the spring carnival. Most carnivals are money-making projects, so feature the amount made, what the money will be used for and perhaps a comparison with amounts made in other years if it is an annual event.

In an era when all phases of education are being scrutinized and criticized, the high school newspaper must be able to justify its existence in the secondary school program. One way is to make certain that the high school press presents a true picture of school activities through greater emphasis on the curricular and more worth-while reports on the extracurricular.

Here are four tests that a high school newspaper sponsor or editor can make on each issue of his publication to ensure achievement of balance. *First*, see that *all news pages of every issue* carry well-developed classroom stories. *Second*, see that page one has a classroom story in either *first or second page position* in each issue. *Third*, keep a notebook on the number of classroom stories carried on the news pages and compare this number with the extracurricular reports. If the latter consistently outnumbers the former, then greater efforts should be made to dig up more classroom news. *Fourth*, the editor, to be effective, must learn to judge the relative news value of stories for each issue based on all of the news elements with special emphasis on interest, importance, and timeliness. An illustration will aid in explaining this fourth test.

If the *Reporter* editor has an advance homecoming queen story and a report on a new course in college-level math vying for top position on

page one, the math story would get the top spot, the upper right hand page position. The queen story would probably be upper left depending upon the other news available. If it were the same math story and a queen follow-up, the math yarn would remain in the same position but the queen story would be moved below the page one fold, probably as a news feature.

These same tests can be used to check the coverage of extracurricular news. See that the club projects are reported as fully as the social affairs.

Englishman Thomas Huxley once wrote, "Size is not grandeur, and territory does not make a nation." It also takes much more than a flag and a masthead to make a newspaper.

Valentines from Loveland

JEAN GOUDY

*Loveland High School
Loveland, Colorado*

Together with preparations for Thanksgiving and Christmas, Loveland citizens both young and old, begin to think about Valentine's Day. Usually in late November the local Chamber of Commerce reveals the slogan for the February 14 cachet, and from then on townspeople are reminded, via newspaper articles and radio and TV announcements, that they are living in Sweetheart Town.

For several years the Future Business Leaders of America Club at Loveland High School has



Assistants to lovers in fifty states.

assisted with stamping and mailing the messages. This year the chapter of Quill and Scroll, international honor society for high school journalists, took as one of its projects this civic duty.

As the many Valentines reach the local post-office, they are stamped with the red cachet showing a cowboy cupid with the Heart L brand and slogan:

"Our Cowboy Cupid is a lad
Whose technique is entrancing.
His secret flows from magic bows
To keep the world romancing."

These Valentines are then sent to the fifty states and many foreign countries. For collectors and others who use the free service annually, the cachet wording is changed each year.

Two Loveland High clubs assist the Chamber of Commerce in sorting, stamping, and remail-

ing the 80,000 greetings. They advise all who wish to use the service to have messages correctly addressed and bearing the right amount of postage.

This custom began many years ago when Mr. E. M. Ivers was the postmaster. Many believed that Valentines remailed from Loveland would carry a more "romantic touch" and sent their cards to him for remailing. When in 1947 the number became too great for one person to handle, the Chamber of Commerce supplied a special cachet to be used and gave assistance to the project.

This year Postmaster Fred Brewer announced that Loveland and its volunteer cupids "are ready and waiting to give that 'romantic extra' to your Valentine message with the Heart L brand which reaches far throughout the land."

Athletic association constitutions are notoriously similar and concern only matters of membership, organization, and activities. Here is one that is different in that it concerns the athlete himself, a sort of "Athlete's Code." It was officially approved by Woodland's student body, student council, faculty, coaches, and Board of Trustees.

Our Athletic Constitution and Bylaws

PREAMBLE

To be a Woodland High School athlete is an honor, a trust, and a privilege with many responsibilities to each member of an athletic team.

Athletics means more than competition between two individuals or two squads representing different high schools. Athletics is a means of teaching a way of life, fair play, sportsmanship, understanding, and appreciation of teamwork.

ARTICLE I—ORGANIZATION AND POWERS OF THE GOVERNING ATHLETIC BOARD

- A. The Athletic Board will be comprised of all coaches, vice-principal, and principals.
- B. Two-thirds of the board must be present to constitute a working quorum.
- C. Two-thirds vote of those present is necessary to impose any penalty for a violation of the Athletic Constitution and Bylaws or to change it.
- D. The governing board will consider and pass upon all major infractions of this Constitution and Bylaws. It has the power to suspend a stu-

DALE LACKY

*Vice Principal, Woodland High School
Woodland, California*

dent from participating in all athletics for one calendar year.

1. Any person can bring to the attention of the governing board a reported violation of the Athletic Constitution.
2. Reported violations will be investigated by a committee of three. None of the members will be a coach of the sport involved.
3. The committee will report its findings to the Governing Board.

ARTICLE II—POWERS OF THE COACH

A coach has all powers not herein vested in the Athletic Board which agree with the policies, rules, and regulations of the school.

ARTICLE III—CONDUCT OF AN ATHLETE

Section I: While Participating Before an Audience

- A. A true athlete has complete control of himself at all times.

- B. An athlete willingly abides by all decisions of the officials.
- C. An athlete will display good sportsmanship at all times.
 - 1. An athlete will play according to the rules and spirit of the game.
 - 2. Athletic rules are made for the players' protection and in the best interest of the players.

Section II: Scholastic Achievement

An athlete must maintain grades in accordance with the following standards:

- 1. The preceding semester grades must average "C" or the athlete must have been passing in all subjects.
- 2. A student must have taken at least 25 units in the preceding semester.
- 3. Failure to achieve these standards makes an athlete ineligible for the following semester.

Section III: Tardiness, Attendance, and Classroom Conduct

- A. Tardiness is not approved behavior.
- B. If an athlete is absent from school, he is ineligible to practice or compete in a game that day. A previously scheduled doctor's or dentist's appointment may be excused. Absence is interpreted to mean missing a class period or more. The principal or vice-principal must rule on any absence of a period or more with action being *initiated by the coach*.
- C. An athlete must show respect for other students, faculty members, and adults at all times.

Section IV: Conduct in the Community

An athlete conducts himself as a gentleman every hour of the day throughout the entire year.

Section V: Conduct on Trips

- A. On trips an athlete directly represents the community, school, and coaches. It is expected that all athletes will dress and conduct themselves in an acceptable manner.
- B. Members of a team must go and return in school-provided transportation, the only exception being if a parent arranges in advance in writing and then personally takes the athlete after completion of an event. Parents must take athlete in the presence of the coach.

Section VI: Physical Condition

- A. An athlete must have a sound diet and sufficient sleep.
- B. An athlete abstains from the use of alcohol and tobacco.

BYLAWS

Section I: Quitting a Sport, Missing Practice, and Outside Employment

- A. If a sport is worth going out for, it is worth staying with.
 - 1. An athlete should have confidence in his coach and should discuss special problems with him. In exceptional cases a coach may permit an athlete to quit a team without penalty.
 - 2. The final cut-off date in all sports will be as of the first interscholastic athletic event in each sport. After this date an athlete cannot quit that sport without forfeiting his privilege to participate in any other sport until such time as that sport season is completed.
- B. Missing practice hurts the sport and the student. If it is absolutely necessary to be absent from practice, the coach's permission must be obtained before the practice.
- C. Outside employment must not interfere with an athlete to the extent that he cannot conform to the provisions of the Athletic Constitution.

Section II: School Spirit, Student Body Cards, Insurance, Parent Consent, and Emergency Cards

- A. An athlete places team and school interests above personal interests. An athlete is expected to furnish spectator support for sports in which he is not a participant.
- B. All athletes must purchase a student body card before they are eligible to compete.
- C. All athletes must be covered by appropriate insurance which they obtain through the school.
- D. Funds will be made available in cases where it is impossible for students to purchase insurance or a student body card.
- E. A Parent Consent and Emergency Information card must be on file with the coach of the sport concerned. In addition, an Emergency Information card will be filed in the nurse's office.

Four times we've tried to write an appropriate head for this story—and four times we've wound up with something that looked like a straw hat above an evening gown. So we quit! Anyway, it doesn't need a head! plenty good without one.

Bourbon Street Beat

THE other night, as I sat in my den, reflectively munching on my favorite snack—sardines dipped in chocolate syrup and garnished with whipped cream—just an average English instructor idly paging through his copy of "Lolita" (which I had prudently placed inside a copy of Bertrand Russell's "Wisdom of the West"), an ominous sound chilled my senses. It was the brisk November wind whistling through the lone tree that graces the concrete lawn of my residence, a harbinger of the season of debate, declamation, and speaking contests.

As SCHOOL ACTIVITIES so well pointed out, in a recent issue, this is open season on English instructors. The school administration has already signified its recognition of the value of his preparation in Shakespeare and syntax by putting him in charge of clubs, conventions, dances, dramas, and football programs (these, in ascending order of importance). Now, the community awakens to the fact that, as each organization plans for its free publicity via a contest in which the school can be conned into providing all the raw materials and skilled labor, the most inexpensive of all contests is the speaking contest. If the club's plans are well conceived, only a single club member need be actively engaged or even appear at the contest. In fact, the more experienced clubs sometimes dispense with even this gesture; they allow the school to see to it that the story gets printed. All clubs, to my knowledge, however, do get involved finally. They do clip out the story, after it has appeared in the newspaper.

For the English teacher, this is the season of no escape. If he is not preparing the students, he is serving as a judge—for the usual fee, equal in size to that part of this paragraph which follows this period.

I recall last season vividly. It all started innocently enough, with my first judging assignment a rather plush one. There was a trio of judges: a college professor, myself, and, because this was an important contest which had to be handled correctly, a member of the Junior Chamber of Commerce. Although I am on the high school faculty, my heart is pure—none of my students get involved until the ante is over \$1,000 and every contestant is assured a prize. Our win-

JOSEPH G. PLANK
Reading Senior High School
Reading, Pennsylvania

ner that night was a young man who was destined to cross my path again—and again. In fact, so was his speech. I was to hear it three times that year, each time on a different subject. It won all three times. As the pro footballers might put it, it was a "bread-and-butter" play.

Some months elapsed. The maid had just served our coffee in the library when the phone rang. A contest was being held the following morning and this seemed like a good evening to begin to secure judges. Naturally, I was delighted to serve.

Came the dawn—cold, grey, raw, and disgustingly early. It was a Saturday and the rendezvous was a local pub known as "Ingie Pingie's" (I know that's fantastic, but it is true!), selected because the organization had a member who had a key to the establishment. The three judges gathered amidst the overpowering odor of stale beer, blatant evidence of a large Friday evening at Ingie Pingie's. The contestant put in his appearance—my young friend of the previous contest. His speech was better than ever. He had been using it constantly. The last time I heard him, he had been speaking for democracy. Now he was calling for the election of a Democratic president. After a somewhat brief consultation, the judges declared him the winner.

During the week that followed, the organization discovered a discrepancy. Although they had offered a first and second prize for winning speeches, there had been only one contestant. My phone rang again. Would I again judge, the following Saturday morning at Ingie Pingie's, another contestant in the contest in which the first prize had already been awarded. I would. Great! And would I provide the other contestant? This seemed a modest enough request; who could refuse? The ethics involved seemed not too critical, according to the sponsors, a group of young local lawyers. Bowing to the superior wisdom of these professional people, I braced myself for another assault by the rich atmosphere of Ingie Pingie's. This time, our contestant had arrived before us.

She was seated in the bar room, thoughtfully munching pretzels and making last minute repairs to a speech that seemed likely to win. As it turned out, it not only won second prize but made the judges debate reversing the previous decision. I fought this last move successfully. It was getting to be a bit embarrassing for my wife to have friends tell her that her husband seemed to stay out very late on Friday nights; he had frequently been seen leaving Ingie Pingie's on Saturday mornings. . . .

When the phone rang the following week, I picked it up and automatically said: "Yes, I will be happy to do it," even before I heard the question. Of course, I was to be a judge again. Our first-place winner of two weeks ago was now to enter the district finals. It seemed prudent to take along a judge, just in case. This time, the affair was to be held in the evening, in a town some forty miles distant. It was to be held in a room at the Court House Inn. Instinctively, I knew the approximate location of the room. I was right.

For a third time, I heard that speech. By now, I could have delivered it myself. This was a distinct advantage in judging, for I could concentrate on the opposition, knowing full well that I could instantly recall any points needed for comparison. The atmosphere was somewhat fresher than that of Ingie Pingie's, but if one closed his eyes, there was an illusion of never having left home. Our contestant, whom I had begun to regard with a sort of proprietary affection, won once again. In fact, he took the state championship, eventually, with a new set of judges, and went on to lose in the national finals at Los Angeles, after which, with remarkable foresight, he dropped in on the Kennedy headquarters and went to work for Jack.

That was the conclusion of my judging stints for last season but a new one is upon us. I'm in the phone book and, as Sydney Carton might have put it, my fees are rather small. . . . A bottle of wine, perhaps?

The Pep Rally

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It is desirable to have a large attendance at athletic events, not only to boost student morale

and provide greater spectator recreation, but to bolster the spirit and enthusiasm of the players. Basketball, to many fans, is a game in which each team tries to put the ball through the hoop. Football is a game in which each team strives to cross the other's goal line. Many student spectators, as well as adult, know very little of the intricate details of the game, and even less of the rules governing play. It is the duty of every school pursuing an athletic program to educate the students on these points.

One very successful method of educating the fan is the school sports assembly program, more aptly entitled the "pep rally." This may be held in the auditorium or gymnasium, and should be more than just a student gathering to take part in organized cheering. It should include a brief talk by the coach, an explanation of the finer points of the game, the introduction of the players, an explanation of the rules, etc.

The fan should be taught proper behavior at an athletic event. He should readily applaud a fine play by an opponent, and should not boo an opponent because of his partisan feelings. He must learn to be a good loser as well as a gracious winner, and to accept all calls of the officials.

Most officials' organizations are delighted to co-operate with the schools in this educative process. They will usually send one or more of their outstanding officials to the school at its request. What better way can the rules and signals be interpreted than by a uniformed official?

Responsibility for the organization of pep rallies usually falls upon the shoulders of the director of athletics, sponsor of the cheerleaders, or student council. The latter group, composed of student representatives from the various classes or home room sections, is the logical organization to conduct such a program. Sponsorship of such an event by the student council is a worth-while activity, and would probably bring greater acceptance from the student body as a whole.

ILLUSTRATIVE PEP RALLY

1. Opening of program: usual procedure followed by the school.
2. Explanatory talk by school administrator or council president.
3. The director of athletics points out elements of spectator ethics and good sportsmanship.
4. Introduction of coach and players.
5. Talk by the coach on types of offense and defense the fans can expect to see in the game,

and suggestion as to what to look for in the different styles of play. This may be accompanied by demonstrations by the players or visual aids. Slow motion movies, for example, make the plays very clear. Some schools prefer to invite a nearby college coach and team to take part in this phase

of the program.

6. A uniformed official explains the official's signals and controversial and easily misunderstood calls.
7. Cheering led by the cheerleaders.
8. School song.

Popularity, personality, prestige, "name," clique support, and political shenanigans often mean the election of student council members and G. O. officers who are less qualified than the defeated candidates. Here is a strong plea for primary elections. What do you think?

Why Not Primaries in Student Council Elections?

HIGH school student council officers play a most important and vital role in the high school society, as they are the leaders of the student government elected by the members of the student body. Why then are they not always representative of the majority of their electors? It is detrimental to the strength of the student council organization to have leaders who are not capable, responsible, intelligent, and popular with the students. Officer elections are often heated and very close—frequently so close that the winner does not carry even a simple majority of the student vote. Why does this situation exist? The answer to these questions lies in the outdated methods of running the elections employed by many high schools in this country.

Let us take a look at some of these old-fashioned, outmoded electioneering methods employed in today's high schools. In some secondary schools the new officers are elected by the present council members at the end of each school year. This tends to make the election limited to a select group of students and is hardly representative of the entire student body. This is probably the weakest, the least representative, and the most selective method presently used in our high schools.

Other high school student council officers are nominated by class endorsement followed by a class-supported campaign and a final election between the class-nominated candidates. This involves a class meeting, somewhat similar to a national nominating convention (differing primarily in that national voters may *choose* a party to affiliate with, but class members are practi-

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cally forced to join the ranks of their class contemporaries), where candidates are nominated from the floor.

There are two major fallacies in this method: (1) the nominees may not represent even a simple majority vote from their own class, much less from the entire student body (e.g., if three persons were nominated and the winning nominee won by only two or three votes, it would be impossible for him to have a simple majority unless one of the losing candidates received no votes, which is highly unlikely), and (2) it would be totally impossible for an individual to nominate a student from another class even if he believed him to be the best possible man for the job—the result being that this person might not be nominated at all.

A third method of choosing election candidates often used is the petitioning of nominees by individual students. This involves the taking out of petitions by students for prospective candidates of their choice. Once the petition is approved by the administration and is signed by the required number of registered high school voters, the person's name which appears on the ballot is the same as the one whose name is on the approved petition.

There are two major pitfalls in this particular method. First, this method often tends to increase the power of the social clique for often it will solidly endorse a single, agreed-upon can-

didate and literally push him into office simply by the influence of the prestige, popularity, and power of the clique. Needless to say, many capable students shy away from running for office for fear of bucking the all-mighty clique. Second, at the opposite extreme, it is plausible that many students will run for the same office and, as in the case of the class endorsed nominees, the final winning candidates, in this case, may not have the endorsement of a simple majority. It is possible, and quite probable, that the victor will win by only a plurality—thus representing only a minority of the student body.

What is the answer to this dilemma? How can student council officers be elected by a simple majority vote in lieu of the outdated plurality method? In order to get a truly representative vote, the candidates must be limited to two in a fair, unbiased, impartial manner. A primary election, held a week before the final election, would solve this problem in all cases. The primary would give every aspiring student an opportunity to run for office by presenting a petition approved by the administration and signed by a relatively small percentage of voters.

At the polls of the primary election, every registered high school voter would have the opportunity to vote for two candidates for each office from the list of nominees. The two nominees receiving the greatest number of votes would be placed upon the ballot for the final election of officers. The winning candidates, and future officers, would be determined by a simple majority vote and thus would be representative of at least more than half of the entire student body.

The primary election would do away with the pitfalls, the fallacies, and the shortcomings of the tried and tired methods of nominating and electing student council officers presently employed in the secondary schools—the student council selection method, the class endorsement method, and the petitioning method. The primary would tend to (1) eliminate election by a select group, namely the present student council, (2) prevent, by an all-school vote, the selection of nominees by a simple plurality, (3) allow students to nominate other individuals regardless of class status, (4) indirectly limit the power of the social cliques, and (5) bring about the election of student council officers who are truly representative of the majority.

The influences and the importance of high school student councils are steadily increasing at

the school level, at the community level, at the state level and even at the national level. Strong, dependable leadership is often the key to success in these organizations. The qualified student council officer needs not only to be capable, perceptive, and intelligent, he must also be diplomatic, well liked by both students and faculty, and—most important of all—representative of the majority of the student body. The primary election would be easy to adopt and simple to carry out. The rewarding end results—lively and spirited campaigns, fair and unbiased elections, capable and cooperative officers representing the student majority—would merit the use of the primary election in the high school. A minimum of effort would bring about a maximum of favorable and desired results.

Social Dancing for Elementary School Pupils?

The cover of the February, 1960, issue of *National Parent Teacher* bore an attractive picture of a group of grade school children learning to dance. (In the foreground was one boy tapping another for his partner.)

Some readers protested this picture, stating that it would possibly encourage a current trend to push children too soon and too fast into adult activities and even teenage marriages. Of course, no such "encouragement" was implied; the picture was presented as one "innocently appealing, nothing more."

However, in view of the protests, the editor of the magazine asked four outstanding authorities to comment on the issue raised by the picture, "Are we rushing children into the social whirl?" The panelists were a professor of psychology, a medical superintendent of a diagnostic center, a professor of education, and a director of teacher education. The replies (which you should read) will be found in the December, 1960, number of *National Parent Teacher*. Also included are points for study and discussion, program suggestions, and references.

A brief summary of the editor's summarization shows that, while differing on some points, the panelists seemed to agree that:

1. Social dancing is not an activity which

preadolescents, particularly boys, would choose. It is something arranged by adults and inflicted on the young.

2. Such boy-girl parties are not likely to foster precocious sexual activities or early marriages.

3. Such boy-girl dances are not new. For generations the sons and daughters of middle- and upper-class families have gone to dancing school where, presumably, they learned not only dancing but proper deportment and social graces.

5. Despite the common parental belief that early boy-girl relationships are essential preparation for social life in adolescence, they are more

of the nature of a maturational or readiness theory of learning rather than a preparation-for-life one.

6. Forcing boy-girl relationships before the youngsters are ready for them seems to be useless, unwise, and probably harmful.

Closing the summary, the editor states, "Our symposium alerts us to an apparently increasing trend among parents, teachers, and community groups to organize preadolescent social life as a preparation for adolescent social life. Certainly parents would be wise to evaluate the trend thoughtfully rather than conform to it thoughtlessly."

Furniture dealer, football coach, or insurance man—all use the training of newspaper writing, interviewing, and meeting deadlines. The five W's help make later life easier, and make all more discriminating readers.

Journalism Gave Them a Start

MISS SINGER sat fingering the letters of her name on a notebook, filled with testimonials that her former journalism students had presented her. She looked out over the dining hall at all those faces while the principal was saying something about how she had given forty-two years to the journalism program at old Tech High.

She was thinking how she had received—not given. She had so much to take with her, she thought. Memories are wonderful things, and this book is full of them. This room is full of them. There's Jerry out there, a little larger and not quite so squirmy maybe, but that's the Jerry Bain who pitched a frog into the girls' locker room. He said we needed livelier girls' sports copy. Yes, that's the Jerry who worked up to be her first trained editor. How he had worked! And now he says it was the best training he had to help him run his furniture store. That logical, precise thinking he cultivated helped him "in selling, letter writing, and advertising," he had written in her notebook.

What had Dave written, she wondered? Dave had always been so smart, so quick and alert. He could have been a great columnist. He got people to talk and he always went down deep under the surface. When he went to college he was always taking "extra" courses for his own good, he said. He even took Russian while he was in med school,

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and that was way before the war. As she looked at him out there in front of her she thought about how he was still using some of his writing skills. Dr. Stienberg was now an eminent psychologist and still a good reporter; his articles appeared in most of the learned journals.

She looked to see what Dave had written in her notebook. Her eyes skipped over his high praises of her to what she thought was more important:

Newspaper writing made me very conscious of words and proper use thereof. I think there is no question that experience in journalism teaches much about economy, effectiveness, clarity, phrasing, etc., that composition courses simply can't teach. I'm convinced that self-expression is a very important and very neglected aspect of education, and that experience with journalism is of irreplaceable value.

In addition to increasing one's interest in community affairs, journalism experience adds to one's critical ability in appraising them. I am disturbed about the astounding level of apathy towards politics and social affairs; and I believe gullibility, or indiscriminate skepticism, concerning news sources has much to do with apathy.

She was glad she had this notebook, especially now because she could keep her mind off some of the "sweet" talk of all the speakers. She

didn't want to cry, not yet anyway. She wanted to remember Sally's name. She was shy Sally. What was her name? My how she had changed! When she was taking beginning journalism she tried so hard but she didn't want to talk to anyone she didn't know. Sally had told her some years later that it was those interviews she had to get that finally gave her confidence. Well, she had plenty of self-assurance now. She had been a magazine editor and a director of a large company's sales promotion department. It bothered Miss Senger that she couldn't remember Sally's name. It must have been that she had corresponded with her for so long as Mrs. Marshall Fielding. Well, she'd think of it sometime.

Then she read:

High school journalism has given me a better understanding of people and of what is going on. I can see "through" many news stories and realize how some of them developed. You know this sports news is tricky business, and I believe I know how to spot and give the papers what they want. That's been of great help to me.

That would be Jim Grobill. Yes, as a top-flight coach Jim had been making copy instead of writing it, and what a credit he has been to his chosen field.

Isn't it wonderful, she thought, how these "kids" go into so many different lines of work. Most of them wanted to be great sports writers or foreign correspondents when they started out. Some of them made it, too, of course, after they got through college. And some of them went into advertising, public relations, real estate, insurance. Goodness, she mused, they're in everything and they say that their high school journalism has been a help to them. They're little flatterers, she thought, but she knew that many of them got more than just a little help from their journalism experiences.

Sam over there looked a little more hunched over than he did back in 1947 when he had told her he was going to be a big editor some day and clean up all the city mess. It hadn't turned out quite that way, had it? No, it was now Sam Cliffton, CPA. Sam was quite successful as an accountant, but what could he have to say in her notebook, she wondered?

A CPA, upon completion of an audit, prepares an "opinion" and an "auditor's report." There is only this written report to show for all his hours and days of efforts. Any number of times I have seen reports poorly written, grammatically inferior to a high school freshman's theme, and completely failing to reveal the sound accounting work done by the writer of the report. So I

can say that the study of the English language in general—and my journalism training in particular—has made me very much aware of the importance of adequate self-expression.

She glanced at Sam again and blinked her eyes and nodded her head just a bit as she often did when she seemed pleased about something. She listened a moment to the speaker. Why, that's Roger Foster, she realized, wondering where Anna Claire was. Roger was always quite a talker. He practically hypnotized his staff when he was editor. If she listened, she thought she would surely cry because Roger and Anna Claire had been among her favorites. She thought of how they had met in the news room. Roger was editor and Anna was a little reporter. She would look up at him and parts of him seemed to melt away. They went on to college and married. They always sent a Christmas card and those birth announcements. How many was it? And Roger went on to get his doctor's degree while teaching some and working at a radio-TV station. Now Roger was a college professor and what a talker!

Isn't this typical, she thought, after quietly leafing through a few pages of her notebook. Anna Claire is the one who wrote. Roger will be the one to give me a big hug. Oh goodness, she wondered, what did she write?

High school journalism helps us to find each other. This is called providing opportunities to meet with people of common interests.

It offered us responsibilities on a teen-age level which we were equipped to meet; and every responsibility discharged successfully was another step toward the ultimate goal of maturity.

It helped us to organize material, since thinking in terms of the five W's became habit.

It developed in us a critical eye and an ear for "yellow journalism."

It helped make us more discriminating readers, listeners, and viewers.

Her dreaming had been interrupted. She was on her feet and Roger had embraced her strongly. Her body seemed to be in waves, her face flushed while Roger took her over to the microphone. It was strange, she thought, that she didn't feel like crying. She felt more like shouting or singing and grabbing everyone close to her. In a moment all was quiet in the room as Miss Senger cleared her throat.

"You are all my 'kids' and I love you. I thank God, and I thank you that I had the opportunity to be your publications adviser. What a wonderful experience it has been for me. Thank you for all the memories you have left with me and in this notebook. Bless you all."

What are the main purposes of elementary after-school sports? To discover and head potential athletes towards high school interscholastics? To provide beneficial recreational activities for all pupils? What kinds of activities are best? There is wide disagreement concerning the answers to these questions.

A Changing Perspective Regarding After-school Sports

EDUCATORS on all levels of public education are becoming aware of the steady de-emphasis which is being placed upon what was once considered an essential part of the function of the elementary and intermediate schools. Let us consider what effect this changing attitude regarding the sports program on these levels will have on youth.

Divergent Attitudes

The mere attempt to train youngsters in athletic prowess in order that our high schools will have better developed and somewhat skilled ball players presents one of a number of questionable objectives of a pre-high school athletic program. Such values as physical development of individuals, aesthetic interest, and motivating youngsters who might otherwise show little interest in attending school save for the enjoyment derived from the after-school sports program, must be given due consideration.

Judgments are made on the basis of the things placed in the curriculum according to their values. Secondary school people stress the desirability of teaching the "whole" child. If we are truly interested in the "whole" child as we claim to be, then we must recognize physical development as an essential part of our school program.

Despite the calculated risk of injuries, which is the predominant concern of school officials who permit interscholastic competition in the intermediate and elementary schools, many districts allow a rigorous athletic program to continue unhampered. Tackle football is still permitted in many of the elementary schools throughout the midwest. At such an age level the value of this kind of competition is questionable, at least.

"Is it a good idea to force a retiring and sensitive child into a group game situation or to give him feelings of inferiority because of physical clumsiness, when his most precious potentialities may lie in the direction of artistic, poetic, musical or philosophical self-expression?"

So says Bram,¹ as he stresses the need for a

¹ Bram, Joseph. "Physical Fitness and the Conflict of Values," *Child Study*, Nov. 2, 1956.

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greater emphasis upon the brain power of the individual.

"It is important to remember," he continues, "that the historical crisis of our age will not be met in terms of sheer physical strength, but calls for every ounce of brain power and sensitivity of which we are capable. Should we be so sure that as a nation, we would not profit by an increasing number of meditative, contemplative, artistic or analytical youngsters who might shun the vigorous and strenuous games and contests of their peers."

Attacking the same problem with a somewhat divergent opinion but with a more positive approach, Brooks² points out that the physical education program in schools is necessary now more than ever, and that it supplies the only practical way that many youngsters will get the physical training they must have in order to be better suited to contribute to the society in which they live. He states:

"Children today do not rush from school to the nearest sandlot or backyard for an hour of boisterous play, but instead, lounge languidly to the nearest candy store for an hour's dalliance with coke bottle and juke box. More spirited, we are led to believe, hotrod it home hurriedly not to muscle-building chores about the house or even tinkering in the workshop, but to the tranquility of television Nirvana."

Any high school coach or physical education instructor, having a knowledge of growth and development of adolescents, will describe today's youth as at least as capable as their parents and grandparents at a comparable age level. He³ continues:

"Sons continue to outgrow and outweigh their fathers and girls often tower over their mothers and perform skillfully in sports where the older generation of women were duds. Athletic records continue to fall, sickness and dietary deficiencies continuously lessen."

Willgoose⁴ warns that we must constructively

² Brooks, John J. "Physical Education and the aims of the City School," *Child Study*, Nov. 2, 1956, pp. 22-25.

³ Brooks, John J. *Ibid.*

⁴ Willgoose, Carl E. "P.E. In Our Schools," *Education*, Sept. 1954.

channel our efforts from elementary grades through the secondary level to improve existing physical education programs in a direction consistent with the values we treasure.

"The emphasis on physical fitness in our schools has swung like a giant pendulum from 'hopped-up' curriculums of muscle building to indifferent programs of free play and incidental sports."

He feels that a rigorous program of physical activities is one of the best deterrents known which helps young people to avoid anti-social activities.

Fading Scene

School systems offer boys and girls everything from basket weaving to Indian lore. As our society becomes more complex, the vast amount of subject matter which is offered becomes wider in scope. Americans are concerned with physical education in the high school, junior high and grade school no less than in the colleges. One might expect that the emphasis would shift from the athletic to the academic; instead, expansion of the curriculum has occurred to include many interests, some valuable and some not so valuable. The sports program, once extracurricular, is now part of the curriculum *beyond the elementary grades*, thanks to the modern concept of the curriculum.

Charges that physical training is overemphasized and that students are subjected to intensive exercise which creates chronic disorders, emotional traumas and permanent injuries has altered the traditional role of the athletic phase of the school program. It is primarily due to such charges that after-school sports are no longer considered a part of the *elementary school curriculum*. For this reason they are rapidly disappearing from the American school scene.

Limitations

Perhaps a predominant reason for the transition (which is continuing) is the apparent fear that the exertion required of participants in the after-school athletic program is too demanding for students in intermediate grades and below. Having had an opportunity to coach and to observe the influences which an athletic program has upon the physical and emotional well-being of youngsters aged nine through sixteen, the writer has concluded that the following factors have placed limitations upon that program:

Parental Confusion. School officials in the high school seldom have as much difficulty explaining the athletic program as do the elementary and intermediate school officials. A well-

understood program is generally accepted by parents whether it be athletic or academic.

Emphasis on Winning. Local community pressure may cause this. Too many high school and college administrators and coaches are victims of such pressure. Below these levels the pressure is felt in direct proportion to the scope of the after-school sports program.

Injuries. Seldom does one notice a modern school wanting insurance which adequately protects the officials from liability suits. Bitter memories of such suits remind high school coaches and principals that they can ill afford to be without it. Most school officials now insist that all students participating in a sports program be properly covered by a school insurance policy.

Though it is claimed, and possibly true, that a considerable loss is suffered by companies offering accident insurance to students at school, advertising advantages offset such losses somewhat. Indiscriminate abuse of the privileges offered to policy holders has increased the pressure put upon the companies. It is now questionable, according to certain insurance claim adjusters, just how long some companies will continue to make this desirable protection available to us. A parent may X-ray his child for little or no reason. The school lacks a desirable method of screening cases before medical examinations and treatment are given. These are but two of the abuses to which companies involved continue to be subjected.

Supervision and Appraisal

It is obvious that the modern intermediate and elementary school has lessened the emphasis on after-school sports. Even now such games as tackle football are only a memory to those of us who remember it as an integral part of the eight-year elementary school program. Rough and tumble contact games are being replaced by such sports as:

Flag football—intermediate, elementary and some high school classes—mainly *intramural*.

Softball—(Semi-hard ball in some schools)
Baseball not allowed except in high school in many districts.

Basketball—smaller ball, lowered basket and backboard, *intramural*.

Track Events—running and jumping events, *intramural*. Very limited in lower grades.

Skating—noon hour and recess activity in the play area of elementary schools. Skates with rubber wheels.

Soccer—"kickball" as it is called in the elementary grades.

Tennis and Ping Pong—tournaments are often held, *intramural*.

Square, Folk, and Social Dancing—worthy activity in each instance but questionable as a substitute for an active team sport.

Other minor activities—most offer little competition and are of the *intramural* variety.

Educators must appraise modern athletic programs in the light of the mores expected from them. Equal opportunities for all youngsters interested in the program are essential. A sports

program after school is not to be limited to the selected athletes who will enhance the reputation of a school or its coach. We now boast insurance programs which are available at a reasonable cost; here the outlook is bright indeed.

Interested school officials and teachers from the elementary to the secondary school level have the responsibility of re-adopting the after-school sports program which we once regarded with interest and admiration. New and improved provisions for administering the program must be adopted in order to make it an even more desirable part of a youngster's school experience.

Does a student's academic achievement suffer when he plays football or participates in some other major extracurricular activity? Very few serious attempts have been made to answer this question factually. Here is one such attempt. Perhaps you are looking for a research or thesis topic. If so, why not a similar study in your own school?

Does Participation Affect Academic Achievement?

“WHAT Price Glory?" a modern war play by Laurence Stallings and Maxwell Anderson, presents an unflattering picture of military life during World War I. College students today face the controversial question of "what price glory" for participation in sports and extracurricular activities.

This writer's research project, completed in February, 1960, at Indiana State College, Indiana, Penn., attempted to provide an answer. The purpose of the research was to determine the cost—in academic achievement—of participation in varsity football or roles of student leadership at Indiana State College. Desire for recognition sends students in these two groups off in pursuit of the title "Big-Man-On-Campus."

Statistics have been compiled by persons on both sides of the question to attempt to prove the value or lack of value of participation in sports or extracurricular activities.

This writer's research project sought only to find the effect participation in varsity football or roles of student leadership had on the academic achievement of students at Indiana State College. No attempt was made to show that sports and extracurricular activities are more valuable, just as valuable, or not as valuable as academic work.

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An attempt was made to show the effect of participation by comparing the academic achievement of varsity football players and student leaders for the semester or semesters they were involved in sports or extracurricular activities with their academic achievement for the semesters before and after the time they were involved in these activities.

Samuel G. Smith, athletic director and football coach at Indiana State College, and Dr. Arthur F. Nicholson, public relations director and advisor of the college student newspaper at Indiana State College, indicated the amount of time it takes to be a varsity football player or college student newspaper editor at Indiana State College.

No attempt was made to show that any of this time would be used for academic achievement, but it is interesting to note the large number of hours required to become a "Big-Man-On-Campus." Many of these hours are ill-timed since the game must go on and the paper must come out regardless of what academic assignments, projects, or tests are scheduled.

Varsity football players are expected to spend some time during the summer months keeping themselves in good physical condition. Actual team practice sessions get underway two weeks prior to the opening of college. During the first week each player spends four hours a day on the field and one hour a day at skull sessions. During the second week, which is crowded with registration and testing of freshmen, most players are limited to two hours a day on the field.

Nine more weeks of varsity football follow the opening of college. Drills are conducted Monday through Friday with games on Saturday. Daily drills are held from 3:30 to 5:30 p.m. That amounts to ten hours per week or 90 hours per season.

Home game activities, including pre-game meal, taping, blackboard session, and showering, last from 11:00 a.m. to 5:30 p.m. Away games require more time because of travel. An average away game, including one overnight trip per season, takes approximately 17 hours.

During the nine-week season the varsity football player spends 90 hours at practice, 26 hours at four home games, and 68 hours at four away games for a total of 184 hours. This figure does not include the two weeks of pre-college training.

An editor of the college student newspaper serves for one semester and is responsible for 12 or 13 editions of the four-page publication. Work sessions are held from 7 to 11 p.m. Sunday, Monday, and Tuesday of every week that an edition is published. These sessions are devoted to gathering news, editing, copy reading, headline writing, and making up pages. An additional hour is needed for reading the page proofs on Wednesday. Much of the actual work is done by the staff, but the editor is responsible for the entire operation.

Most editors spend another six hours every week on pictures, interviews, printing arrangements, and other details. Three entire days each semester are spent attending a college student newspaper conference.

Twelve editions of the college student newspaper require the editor to spend 156 hours for scheduled work, 60 hours for miscellaneous work, 16 hours traveling to and from the conference, and approximately 20 hours attending conference activities for a total of 252 hours.

This writer's research covered the school terms of 1955-56, 56-57, 57-58, and 58-59. Lists of students involved in varsity football or

roles of student leadership during those years were compiled from football programs, student newspapers and yearbooks.

Fifty-one students played varsity football in 1955, sixty-two in 1956, sixty-two in 1957, and fifty-eight in 1958. Nine of these students played four seasons, 13 played three seasons, 27 played two seasons, and 102 played one season during the period that the project covered. Thus 151 different players were included in the study.

Thirty students were involved in roles of student leadership in 1955-56, thirty in 56-57, thirty-two in 57-58, and twenty-eight in 58-59. Two of these students were involved in three roles of student leadership, seven in two roles, and 99 in one role. Thus 108 different student leaders were included in the study.

Statistics were compiled for 128 semesters in which upperclass students were involved in varsity football, 102 semesters in which freshmen students were involved, 79 two-semester periods in which students were involved in a two-semester role of student leadership, and 40 semesters in which students were involved in a one-semester role of student leadership.

Comparisons were made between the academic achievement for the semester before and the semester after a student was involved in varsity football or roles of student leadership with their academic achievement for the semester or semesters they were involved in varsity football or roles of student leadership.

Varsity football players—particularly freshmen—earn fewer credits the semester they are involved in football than they do the semester before or the semester after the football season.

Statistics for 117 upperclass varsity football players during the four-year period showed they averaged 15.98 credits the semester prior to football season, 15.72 credits the semester during football season, and 15.77 credits the semester following football season. Hours failed averaged .58 before, .68 during, and .28 after.

Average number of quality points earned (based on three for an A, two for a B, and one for a C) were 19.49 before, 19.93 during, and 22.66 after. Average percentile rank, based on the American Council on Education Psychological Examination, was 45.96.

Statistics for 79 freshman varsity football players during the four-year period showed they averaged 14.53 credits the semester during football season and 15.11 credits the semester fol-

lowing football season. Hours failed averaged 1.24 during and 1.3 after.

Average number of quality points earned were 13.78 during and 16.59 after. Average ACE percentile rank was 42.4.

Nine other upperclass varsity football players were not in school the semester following football season. Six students were dropped and three withdrew. That group averaged 16 credits, 12.33 quality points and .44 hours of failures the semester prior to football season. For the semester during football season they averaged 13.22 credits, 12.11 quality points, and 2.22 hours of failures. Their average ACE percentile rank was 53.43.

Sixteen other freshman varsity football players were not in school the semester following football season. Ten students withdrew, four were dropped, and two transferred. That group averaged 12.12 credits, 7.68 quality points, and 3.18 hours of failures the semester during football season. Their average ACE percentile rank was 38.53.

Seven other freshman varsity football players withdrew the semester during football season. Their average ACE percentile rank was 35.14.

A four-year study was made of the 18 varsity football players who entered college in September, 1955. Nine—half of the group—remained on the varsity football team for four years and graduated from college. Six did not remain in college and three did not remain on the varsity football team.

Statistics for the nine students who remained on the varsity football team and graduated from college showed they averaged 16.3 credits, 19.7 quality points, and .19 hour of failures during the four semesters they played football. For the four semesters following football season they averaged 15.45 credits, 21.61 quality points, and .5 hour of failures. Average ACE percentile rank was 52.89.

Most of the individuals in the two largest groups—117 upperclass varsity football players and 79 freshman varsity football players—seemed to fall in one of two categories. Either their academic achievement was not affected by participation in varsity football or it was greatly affected. That tended to modify the average difference found between academic achievement for the semester during football season and the academic achievement for the semester before and the semester after football season.

Academic achievement seemed to tend to improve as the student advanced in college or as the ACE percentile rank was higher.

Average ACE percentile rank for 117 upperclass students who played varsity football was 45.96. Average ACE percentile rank for 79 freshman students who played varsity football was 42.2. Average ACE percentile rank for 16 freshman students who played varsity football, but did not continue in college the semester following football season, was 38.53. Average ACE percentile rank for seven freshman students who played varsity football, but did not continue in college the remainder of the semester during football season was 35.14.

Student leaders earn fewer quality points the semester or semesters they are involved in extracurricular activities than they do the semester before or the semester after their term of office.

Included in the project were class presidents, student council presidents, fraternity and sorority presidents, college student newspaper editors and news editors, college yearbook editors and business managers, college handbook editors, and college magazine editors.

Statistics for 46 student leaders involved in two-semester roles of student leadership during the four-year period showed they averaged 29.65 quality points the semester before and 34.43 quality points the semester after they were involved with extracurricular activities. For the two semesters they were involved, they averaged 29.35 and 29.07 quality points.

Average number of credits earned was 17.07 before, 16.54 during, 16.39 during, and 15.41 after. Hours failed averaged .01 before, .01 during, none during, and none after. Average percentile rank, based on the American Council on Education Psychological Examination, was 63.2.

Statistics for 36 student leaders involved in one-semester roles of student leadership during the four-year period showed they averaged 25.92 quality points the semester before and 31.39 quality points the semester after. For the semester they were involved with extracurricular activities they averaged 24.28 quality points.

Average number of credits earned was 16.58 before, 15.81 during, and 15.64 after. Hours failed averaged .47 before, .01 during, and none after. Average ACE percentile rank was 61.32.

Thirteen other student leaders involved in two-semester roles of student leadership gradu-

ated at the close of their two semesters as student leaders. That group averaged 17.08 credits and 28.92 quality points the semester before they were involved. For the two semesters they were involved, they averaged 16.62 and 16.15 credits and 34 and 38.77 quality points. No hours were failed. Their average ACE percentile rank was 62.38.

Thirteen other student leaders involved in two-semester roles of student leadership had not completed the semester following their two semesters as student leaders when the survey was made. That group averaged 17.31 credits, 29.08 quality points, and .69 hour of failures the semester before they were involved. For the two semesters they were involved they averaged 16.69 and 16.92 credits, 29.92 and 31.31 quality points, and .23 and .23 hour of failures. Their average ACE percentile rank was 56.38.

Academic achievement seemed to tend to improve as the student advanced in college or as the ACE percentile rank was higher.

Statistics for the four-year period covered showed that student leaders had higher ACE percentile ranks and earned more credits and quality points than varsity football players. Those positions were reversed when it came to hours of failures.

Average ACE percentile rank for 46 student leaders involved in two-semester roles of student leadership was 63.2. Average ACE percentile rank for 36 student leaders involved in one-semester roles of student leadership was 61.32. Average ACE percentile rank for 117 upperclass varsity football players was 45.96. Average ACE percentile rank for 79 freshman varsity football players was 42.2.

Credits earned by the 46 two-semester student leaders averaged 17.07 before, 16.54 and 16.39 during, and 15.41 after. Credits earned by the 36 one-semester student leaders averaged 16.58 before, 15.81 during, and 15.64 after. Credits earned by the 117 upperclass varsity football players averaged 15.98 before, 15.72 during, and 15.77 after. Credits earned by 79 freshman varsity football players averaged 14.53 during and 15.11 after.

Quality points earned by the 46 two-semester student leaders averaged 29.65 before, 29.35 and 29.07 during, and 34.43 after. Quality points earned by the 36 one-semester student leaders averaged 25.92 before, 24.28 during, and 31.29 after. Quality points earned by the 117 upperclass varsity football players averaged 19.49 be-

fore, 19.93 during, and 22.66 after. Quality points earned by the 79 freshman varsity football players averaged 13.78 during and 16.59 after.

Hours failed by the 46 two-semester student leaders averaged .01 before, .01 and none during, and none after. Hours failed by the 36 one-semester student leaders averaged .47 before, .01 during, and none after. Hours failed by the 117 upperclass varsity football players averaged .58 before, .68 during, and .28 after. Hours failed by the 79 freshman varsity football players averaged 1.24 during and 1.3 after.

Average number of hours failed per semester for the 350 students surveyed in the project was lowest for the two-semester student leaders. Next came the one-semester student leaders, upperclass varsity football players, and freshman varsity football players.

During 281 semesters—157 as student leaders—the two-semester student leaders failed an average of .117 hour. During 116 semesters—40 as student leaders—the one-semester student leaders failed an average of .189 hour. During 277 semesters—128 as varsity football players—the upperclass varsity football players failed an average of .483 hour. During 175 semesters—95 as varsity football players—the freshman varsity football players failed an average of 1.696 hours.

During the 849 semesters those 350 students were enrolled they failed 161 courses and 486 hours. Fifty-four different subjects were failed. Courses failed most frequently were Communication I, 23; Military Science II, 15; Communication II, 12; Business Math, 9; Literature II, 7; Basic Biology, History of United States and Pennsylvania, and Military Science I, 6; and Basic Physical Science and Literature I, 5.

Participation in varsity football or roles of student leadership does cost something in terms of academic achievement. Findings of the project indicated that the cost of participation—in terms of academic achievement—goes up as the ACE percentile rank goes down. No attempt was made to evaluate the worth of participation.

Academic achievement seemed to tend to improve as the student advanced in college. Freshman varsity football players pay the highest price for participation in terms of academic achievement. Seven failed to remain in college one semester and 16 failed to remain in college past the first semester during the four-year period covered.

Additional data might be compiled in two

areas. A comparison could be made of the academic achievement of those varsity football players and student leaders that rank above and below the 50th percentile on the ACE psychological examination. More data is needed to determine the trend of academic achievement as the student advances in college.

Perhaps—in view of the evidence presented in the study—an abbreviated sports program might be desirable for freshman students. Higher

academic standards might be required of those students who are permitted to participate in the varsity sports program. Student leaders, either by their selection or because of college requirements, generally maintain high academic averages.

College officials and individual students must decide the value of participation in sports and extracurricular activities before using the findings of the project as a guide in evaluation.

The purpose of the early "school assembly" was religious. Later, this single objective cloudily became several objectives—enrichment, public recognition, inspiration, school spirit, entertainment, orientation, publicity, etc. There have been relatively few serious attempts to develop a logical philosophy of the assembly and build supporting programs. So today, in far too many schools, the assembly is a rigidly scheduled service composed of miscellaneous odds and ends.

A Philosophy for Assembly Programs

To have an assembly or not to have an assembly, that is the question that often plagues the assembly committee and the school administration. Assemblies are generally accepted as a regular part of the modern school curricular and extracurricular program. Have we, however, thought through the part that assemblies should play in our school program?

Do we have assemblies merely to entertain the student body or must they be instructional as well?

What types of learning experiences are best provided through the medium of the assembly program?

How many assembly programs should we have each year?

How much of the leadership for assembly programs should come from the student body?

These were some of the many questions that confronted the Assembly Committee of the Maryvale Senior High School. In practice, each year the Assembly Committee would select and reject various suggested assembly programs based upon nebulous criteria that had not been thoroughly thought through and which were perhaps not the same from year to year or even month to month.

In an attempt to be more consistent in planning the year's assembly programs and to insure better understanding of the purposes of assemblies by the faculty and students, the committee developed the following statement of philosophy

**ROSS J. WILLINK, Principal
and**

**JOHN WILSON, Chairman,
Assembly Program Committee
Maryvale Senior High School
Cheektowaga, New York**

for assembly programs. This philosophy has been accepted by the faculty and the committee has operated under its guiding principles for the past two years.

I. Supplementation, not Interference

The major functions of the school are performed in the classroom and all other school programs must be examined from the point of view of the relationships they bear to this major function. The goal must be to integrate the out-of-the-classroom activities with those in classroom so that the former will supplement and reinforce, rather than interfere with, the latter.

II. Purposes of the Assembly Program.

A. There are certain functions of the school which cannot be handled adequately in the classroom. The assembly program must be directed toward fulfilling these functions rather than duplicating that which can be accomplished in the classroom.

B. Since entertainment as such is not, or



Dramatic productions have an important place in the assembly.

should not be, a function of the school, programs which are essentially of this type should not be considered for assemblies. However, a possible program should not be rejected on the basis that it may be entertaining, if it serves other purposes as well.

C. Specific purposes of assembly programs:

1. To provide for the recognition of excellent performance by students in the various areas which are regarded as functions of the school, such as scholarship, sports, music, art, drama, extracurricular activities, etc.
2. To provide a means of celebrating national patriotic holidays and other recognized "special" days in a setting where a more dramatic recognition is possible than in the classroom.
3. To provide for the building up of a school spirit—an *esprit de corps*.
4. To provide for the development of an appreciation of art, music, drama, etc., through the presentation of programs of particular merit by professional performers.
5. To provide for the development of a deeper understanding and appreciation of other national, religious and racial groups.
6. To provide group guidance when there are topics to be considered which are of such general interest as to be applicable to the vast majority of the student body.
7. To provide an opportunity for stu-

dents to participate in a program before a large audience.

- (a) Students should participate in the opening and closing ceremonies because of the experience given in the skills of leadership and for the recognition thus given to those leaders of the school.
- (b) Student participation should be encouraged in that type of program which gives the students an opportunity to use and display skills and knowledge developed in the curricular and extracurricular activities of the school.
- (c) Programs should not be planned simply or solely to provide an opportunity for student participation but rather such programs should serve one or more of the other purposes of assembly programs.

8. To provide for coverage of subjects which could be handled in a classroom but, because of length of program or limited availability of participants, could be more efficiently handled through an assembly.
- D. Part of the purpose of the assembly program as a whole is the development of courteous patterns of behavior on the part of the audience. Every effort must be directed toward the enforcement of such standards of behavior.
- E. A high level of quality should be maintained in all assembly programs but the standard of judgment as to level of quality must be adjusted to the age level and experience of the participants. This is not to be construed as a license for slipshod productions but merely as a recognition that students are not professional performers. If the program does not meet such standards, then it is not to be presented.

III. Number of Assemblies

- A. Since each assembly means the loss of one period of instruction in each of the various classes meeting during that period, and since the primary importance

of the work of the classroom has been recognized, the number of assemblies must be limited so as not to interfere excessively with classroom work.

B. An assembly approximately every other week or a maximum of 20-24 per year would seem to be most satisfactory as the purposes of the assembly program could be carried out within those limits and at the same time no more than four instructional periods, or about 2 per cent of the available time, would be lost to any one class.

IV. Participants Dress

All participants in assembly programs must be dressed as follows:

- A. Boys must wear ties and sweaters or suit or sport coats.
- B. Girls must wear dress-up dresses.
- C. The only exceptions to the above rules are for those persons who are portraying characters in a dramatic presentation which requires other types of apparel.

Failure to follow these regulations will result in the denial of the right of such persons to participate in the program even if it means the cancellation of the program.

This philosophy is not presented as "the last word" on assemblies. However, it does have two very important, commendable, and helpful aspects: (1) it has been thought through and put down in writing, and (2) it has been accepted, and our assembly programs have improved because of it.

A Class or Club Project On Mexico

**DR. AUBREY CARLSON and
DR. ELIZABETH ETNIRE**
*Central Michigan University
Mt. Pleasant, Michigan*

The ability to organize—the ability to work with others . . . herein lies one of the secrets of effective and happy teaching.

A class in methods of instruction for elementary teachers, one of the required courses for stu-



A display of Mexican handicraft, Central Michigan University, Mt. Pleasant, Michigan.

dents enrolled in the elementary curriculum in the School of Education at Central Michigan University, provides future teachers with an opportunity to obtain actual experience in developing these two abilities.

As a part of this course, the class members are divided into groups for the purpose of planning a unit which would be suitable for teaching a group of elementary school children. Each group is free to choose its own unit. These, when finished, are presented to the other members of the class.

A recent unit on Mexico, to be taught to fifth and sixth grade children, was especially effective in providing experience both in organization and in working with others. The group was composed of seven members of the class. Their first concern was to determine the objectives—both general and specific—of the unit. Included in the latter was that of teaching the children something of the culture of Mexico in the areas of art, music and dance. All members of the group were responsible for doing research in these areas, both by compiling a bibliography and by interviewing faculty members who are specialists in the field.

The physical facilities found in the University's new Psychology and Education building (Rowe Hall) contribute greatly to projects of this type. This building houses both the University Elementary Laboratory School and University classes in Psychology and Education. The art Laboratory for the Elementary School is located adjacent to the room in which the methods class is held. After acquiring a background in Mexican art from the bibliography they had compiled, rep-

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50"	7.80	7.90	8.55	8.75	12.65	
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representatives of the group conferred with Miss Barbara King, Art Supervisor in the Elementary School. Working with her they obtained both materials and instruction in the making of various objects of Mexican art and handicraft; these were all kept within the limit of fifth and sixth grade student capacities and done in materials readily available to the classroom teacher.

A Spanish mission was made of cardboard and construction paper; maracas were made by covering light bulbs with papier-mâché and then painting them vivid colors; masks were made of aluminum foil to represent the metal masks used in certain Mexican festival dances; a serape was made by applying crayon designs to a piece of unbleached muslin, placing it between sheets of newspaper and then applying a warm iron; a mural, depicting various aspects of Mexican life, was painted on brown wrapping paper. Other realia, such as maps, pictures, baskets and pottery, were borrowed from persons who had visited Mexico and were displayed on a bulletin board and table.

All members of the group worked with Miss Margery Servis of the School of Health and Physical Education in learning a typical Mexican dance that could be taught to fifth and sixth grade children. They also worked with Mrs. Myrle Thiers, Music Supervisor of the Elementary School, in learning some Mexican songs. Both the dances and the songs were presented by the group to the class as a part of its unit.

Instruction in the Spanish language is given to the children of the Elementary School in grades one through six. The children are taught games and songs of Spanish-speaking children as well as lessons in the language itself. Members of the fifth grade were invited to visit the methods class the day the Mexican unit was presented and to sing some of the Mexican songs they had learned in their Spanish classes.

In evaluating the experience they had had in developing and presenting this unit, all members of the group emphasized the value of learning to work with others—both with those of their group and with outside resource persons. The experience in organizing their own individual assignments for the unit as well as correlating them into the general group plan was also emphasized as invaluable. All felt that the ability to organize and to work with others is indeed one of the secrets of effective and happy teaching.

ASSEMBLY PROGRAMS

HOW TO USE THE LIBRARY

A "must" program for an incoming class or group of students, and one that will also be profitable for older students, is one based upon school library rules and procedures. Here again, dramatization and demonstration are much better than mere telling about.

As a background, the first scene may show the assistant librarians at work unpacking books, magazines, and other materials and making them ready for the students' use. For example, an assistant librarian unpacks a book, checks it against a requisition or order, makes out the necessary records, cards, and forms, and finally places the book on the shelf, the librarian explaining each step of the procedure and illustrating it with an enlarged duplicate of the form used.

The second scene shows actual borrowing and returning procedures. One student borrows a book to use in the room; another borrows a book to take out; another returns a book; another borrows a magazine; another is shown how to use the card index. Each of these procedures is explained and illustrated by the librarian.

Another student is shown how to use the larger books—references, encyclopedias, large and small dictionaries, etc.

One student, who has covered the material in the encyclopedia, is seeking additional and more recent information on his topic. The assistant librarian shows him how to use READERS GUIDE.

Still another is being fined for an overdue book. A little comedy may be injected here by setting the fine considerably higher than it really is and, when the student, after going through all his pockets cannot come up with this amount, is relieved of his watch or sweater. This makes a happy ending for the program.

AMERICAN SYMBOLS

The program opens with two or three conversing young people walking onto the stage, stopping near the center, and expressing curiosity about the origins and meaning of some of our national symbols. They are sure that Uncle Sam would have the answers to their questions and wish that they could talk to him, but none of them knows where

he is or how to locate him. They then scatter around the stage and call, "Uncle Sam," "Uncle Sam" into the wings and back of the stage.

After a few moments Uncle Sam walks in and asks them if they have been calling him and, if so, what are their wishes. They tell him about their interest in, and lack of knowledge about, our national symbols and he tells them he will be glad to describe and explain each one.

The symbols may be represented by means of large poster-like replicas, brought in when requested by Uncle Sam's helpers, Life, Liberty, and Pursuit of Happiness. Or they may be shown by the use of slides on a screen at one side of the stage.

Uncle Sam gives a short historical account of each and, using a pointer, indicates significant elements and explains their purpose, meaning, or implication.

Such symbols as Liberty Bell, Great Seal, Statue of Liberty, Eagle, American Flag, American Coins, and Uncle Sam himself, may be reflected in this program.

Following the conversation, the students express their gratitude, Uncle Sam expresses his pleasure, and he and the students walk off the opposite sides of the stage.

SAFETY WITH FIREARMS

An assembly program built around the topic, "safety with firearms," will accomplish two things: (1) show what the Firearms Club, Hunting Club (or whatever else it is called) is doing and so promote school interest in its goals and activities; and (2) pass on safety advice to nonmembers.

Considering the fact that a large part of the student body may not be directly interested in the sport that is involved, the problem arises concerning how effectively to present an educationally profitable program.

Demonstration and dramatization are essential methods in such a presentation. A formal talk, only, will probably be uninteresting to all but a few students, but a talk, accompanied by demonstrations with actual firearms, will interest all students.

Humor with a moral is another good medium. Game and fish departments, law enforcement

agencies, and the National Rifle Association send out illustrated literature concerning firearms safety, and much of this material, especially the cartoons and posters, depict situations of a humorous nature that end in tragedy.

From this material it is possible, with the help of the stage crew, dramatics, art and industrial arts departments, to devise humorous skits portraying these situations. A short play picturing a hunting trip and its comedy of tragic errors can be easily written and produced.

Illustrated talks, demonstrations, and motion pictures can be presented by game officials, law enforcement officers, representatives of arms manufacturing companies, and local sporting goods proprietors—all of whom will welcome the opportunity to help.

Various types of real firearms can be used to excellent advantage and will give authenticity to the program. It is even possible to stage certain types of target shooting before an audience. Parents and local sporting goods stores will be glad to supply the needed "props" for this type of program.

Generally speaking, these presentations should be scheduled, wherever possible, just before the opening of the hunting seasons. This will make them more timely and profitable.

The National Rifle Association, 1600 Rhode Island Avenue, N. W., Washington 6, D. C., is an excellent source of booklets, pamphlets, folders, posters, sources of motion pictures, and other material out of which club and assembly programs can be built.—Julius W. Minter, Reno, Nevada.

PANEL DISCUSSIONS

Although the panel discussion is solidly established as a method of presentation in many kinds of public programs, for some reason it is rarely scheduled in school assemblies. Considering its educational possibilities and the ease with which it may be organized and presented, this failure is difficult to understand.

In every school, faculty, and community there is much potential panel personnel readily available, and surely there can be no lack of interesting and instructive topics because every vital thing about the school, community, state, nation, and world represents potential material.

Especially in college communities are there golden opportunities for such presentations. Deans, guidance officers, and American and foreign students—all would welcome an opportunity to help organize and present panel discussions.

To emphasize, here is an area of the assembly which has not been properly capitalized and which can and should be.

PHOTOGRAPHY

Because all students in the school are interested, directly or indirectly, in pictures, a profitable and intriguing program (or several) may be based upon this topic. If there is a Camera Club, this can organize and present the program. But even if there is no such organization, there are teacher and student "shutterbugs" and these can stage it.

Further, in almost any community there are four "outsiders" who will be delighted to assist in such a presentation—the professional photographer, the newspaper photographer, the adult amateur, and the store or shop proprietor who sells supplies and services. In many communities there are camera clubs, whose members reflect wide experience and really high class abilities.

All, or nearly all, of the numbers on this program may be illustrated and demonstrated with materials, equipment, models, posters, slides, and motion pictures. Hence, because the interests, experiences, and equipment of the participants will vary widely, the program itself will hardly represent monotonous repetition.

Among topics appropriate for this program are:
The History of Photography
Demonstration of the Various Kinds of Cameras

Box
Folding
Portrait
Miniature
Panorama
Motion Picture

The Chemistry of Photography
Photographic Stunts

Ghost Pictures
False Backgrounds
Silhouettes
Exaggerations and Distortions
Half, double, triple exposures
Composite Pictures

Demonstration of Self-Photography

The Old and the New, a humorous skit showing the old and the new methods of taking individual and group pictures, contrasting clothing, camera, posings, etc.

TV Photography

"Instant Photography" for Newspapers

Immediate Picture Photography

Still Life Photography

Action Photography

Microphotography

Slow Motion and Accelerated Motion Photography
Enlarging and Reducing Pictures

In one school the photographer took several pictures of the audience and participants, developed and printed these immediately and then showed them at the end of the program.

News Notes and Comments

Shine Your Shoes, Mister?

More than one student council or other school organization has raised money, and, at the same time, helped to raise standards of grooming, by organizing and promoting a "Shoe-Shine-Day"—for both boys and girls. This event is held before and after school, and at noon recess. Because of the shortness of the period, it is not scheduled for class intermissions.

A staff of shine boys (or girls) is appointed and given instruction in the details of proper shining. Then each one is assigned, for a period or several periods, to a particular spot or spots in the corridors, gymnasium and lobby.

Local merchants often donate all materials, or sell them at reduced price. Shines for faculty members are generally priced at twice the cost to students.

Social Events for Teachers

The past year school newspapers have been full of stories about teas, receptions, parties, luncheons, dinners, banquets, and other social events promoted by students for their teachers. Often this is a school-wide project organized by the student council; at other times it is promoted by a class, club, or activity.

Some of these events are held during the day, and others are scheduled for the evening. Most frequently they are held in the school cafeteria. Music numbers, group singing, skits, take-offs, stunts, motion pictures, and games make up the program. Some schools schedule this event just before Thanksgiving, some during the Christmas season, and others, just before school closes in the spring.

Elementary School Service Letter

Many elementary schools, where no school letters are awarded because there is no interscholastic athletic program, have developed the plan of awarding Service Letters to pupils who have made recognized contributions to the school and its life.

Generally speaking, these awards are made on the basis of the attainment of a certain number of points, each service being evaluated in terms of these points. Once a letter has been won, chevrons are awarded for the proper number of additional points.

These points are awarded for such activities as serving as inside or outside traffic officer; working for the administrator and teachers; participating in music, dramatic, talent, and other shows;

handling bicycle registration and parking; promoting welfare and clean-up activities; serving as council or cabinet members and auditorium, gymnasium and stage assistants; caring for school flowers and shrubs; and helping to promote such campaigns as Know Your School, Neatness, Be Kind to Animals, Take Care of Your Friends—Your Books, and Safety First.

Helmets for the Safety Patrol

Sixth grade safety patrolmen at Roosevelt School, Okmulgee, Oklahoma, who serve at street crossings, have been presented with white helmets by the Okmulgee Police Force and Okmulgee Safety Council. The school reports that this provision has not only increased safety, but also brought additional dignity to, and respect for, these officers.

No Marks, No Drives

Students at the East Windsor, Connecticut, High School, are not allowed to drive their cars to school unless they (the students) are on the honor roll. Judging by reports, the plan improves both marks and parks.

Novel Science Demonstrations

More than 300 student projects were exhibited and demonstrated last year at the Annual Fallsburg, New York, Science Fair.

One of the most interesting of these was a life-size, operating model of the nervous system of the human body, made by Roger Whittaker, a high school junior. In this, a stone is dropped electrically on the foot, starting an impulse (represented by a series of lights) up the sensory nerves to the spinal synapse and then to the brain where another series of lights trace the impulse back to the foot muscle by way of the motor nerve, causing the foot to kick.

For the two previous exhibits Roger designed and constructed similar working models of the skeletal and circulatory systems. He is now working on a model of the digestive system. He estimates that he averages 125 hours on each project. As might be expected, Roger plans to study medicine.

Key Clubbers Rescue Chickens

During hurricane Donna's rampage across central Florida last September, the roof fell in on four large chicken houses near the town of Tavares. More than 2,500 chickens were trapped

in the wreckage at Gore Poultry Ranch. The morning after the storm Tavares Key Clubbers were on the scene to help in salvage operations and move the chickens to safety.

State Executive Secretaries Meet

On January 13-15 the executive secretaries of the various state associations of student councils held their bi-annual meeting at Indiana University, Bloomington, Indiana.

Through exchanges of experiences and discussions of problems, solutions, plans, ambitions, projects, activities, materials and methods, this event has always been of great practical value, both directly to the secretaries themselves and indirectly through their reports and service to the members of their state associations.

Kansas Adds Duet Acting

Duet Acting has been added as a substitute division for the district and state festivals by the Kansas High School Activities Association. Schools may choose Duet Acting in place of a One-act Play or in place of two Readings.

Homework vs. TV

Newark, England, Jan. 9 (AP)—Youngsters at Newark High School have asked their teachers to give them homework because they are bored with the same old programs on television.

Prep Football Fatalities Drop

In 1960 the high school football death toll dropped to seven—its lowest level since 1946 when such record-keeping was started by the National Federation of State High School Athletic Associations.

These seven deaths were among 720,000 participants, an average of .97 for every 100,000, compared to an average for the last 15 years of 1.39.

Heat prostration caused one death. The others were caused by tackling, being tackled, and blocking.

RYUSA Conference

The theme of the 1960 Rural Youth Conference, held in Washington, D.C., was "Capital Understanding," and this was successfully developed through program of appropriate topics, government speakers, and tours of the National Capital.

One of the highlights of the Conference was "Dr. Kirk's Night," in honor of Dr. E. L. Kirkpatrick, the father of RYUSA and its executive secretary for 34 years. At this event he was presented with a commemorative silver bowl.

The 1961 RYUSA Conference will be held at Lincoln, Nebraska, September 13-17.

School Buildings As Recreation Centers

In Albuquerque, New Mexico, a committee has been appointed to study a proposal to use public school buildings for community recreation centers.

The suggestion was made by Dr. Lloyd R. Burley, UNM professor and consultant to the County Parks and Recreation Board. The committee is composed of one person each from the county, city and public schools.

The program outlined by Dr. Burley would be directed by an assistant superintendent of recreation employed in the school system. A paid director under his supervision would control recreation in each of the 14 junior highs and six high schools.

What Is Spoiling Youth?

Following an examination of the results of an intensive study of 8,900 boys and girls in 10 midwestern high schools, Dr. James Coleman of Johns Hopkins University answers the question—What specifically is spoiling youth these days?—as follows:

1. Automobiles. In one small town 81 per cent of senior boys had their own automobiles; the average in five small towns was 57 per cent; in two suburban schools, 40 per cent; and in city schools, 33 per cent.

That gives many of them adult independence behind the wheel and they're apt to attract a full car of company, thus being lured away from homework.

2. Emphasis on athletics. The star athlete gets his name splashed over the school and city newspapers. And coaches and parents go along with the trend in worshipping a winning team.

3. The tendency, on the other hand, is to look upon a scholar as one who is out only for himself. The boy who is named as best student does not want to think of himself as such, nearly as much as the athletic star who wants to think of himself as an athletic star.

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How We Do It

DECENCY WEEK AND MOCK WAR

The Key Club of LaGrange Senior High School, Lake Charles, Louisiana, recently made headlines with its "Decency Week" promotion. Activities included short daily programs to encourage juvenile decency, a school assembly on this topic, and local newspaper stories that featured it.

In East Grand Rapids, Michigan, Key Clubbers helped a local hospital stage a "mock disaster day" by serving as patients and stretcher bearers.

THE AZTEC JUNIOR POLICE

An organization to promote safety which has become a model of school-community organization is the Aztec, New Mexico, Junior Police. Now in its fourth year of operation, the group has proven effective in preventing accidents and also in building responsibility among the pupils. It is modeled after the Aztec Police Department. The boys are also designated Junior Deputy Sheriffs.

The main task of the Aztec Junior Police is directing traffic at dangerous crossings near the six school buildings. However, the organization functions the year around, and during the months school is not in session serves the town in various ways. One activity is to maintain a Visitors' Information Booth during the summer months. Another is to promote safety in connection with the town's recreational program.

Boys who apply for service with the Aztec Junior Police must have a better-than-average scholastic rating, must have demonstrated a sense of responsibility in community activities, and must pass a rigid physical examination.

A training school, which stresses procedures in all branches of law enforcement, prepares the Junior Police for their duties. The prospective members also study first aid, Morse code, precision drilling, and firearm safety. In addition to on-the-job training they receive an hour of formal instruction each week.

After attending this school, prospective members must pass an oral and a written examination before qualifying as Junior Police.

The Aztec Police Chief is head of the Junior Police Training School. The Aztec Juvenile Officer is the director and supervisor of the Junior Police.

Two or three times each year, members of the Junior Police attend court trials, tour the Police Department, and see law enforcement operations.

Other activities of the Aztec Junior Police include taking part in local parades, helping with safety measures at the County Fair, making talks on safety before various school and community groups, and a city-wide program to promote bicycle safety.

The town of Aztec, N.M., is mighty proud of its Junior Police organization. People in the community have given the organization whole-hearted support, and the organization has helped to make a "good community better."—Curn C. Harvey, Aztec Public Schools, Aztec, New Mexico.

STUDENT-SUPERVISED STUDY HALLS

Each of the 29 study halls of the Lincoln-Way, Illinois, Community High School, is under student supervision, and all students are enrolled—this is not an "honor study hall" plan. These study halls enroll from 35 to 70 students each and involve more than 800 student hours per day.

Each study hall has a student chairman, an assistant chairman, a secretary, and an assistant secretary, who handle all the usual details of such a setting. Directly responsible to the faculty supervisor of study halls is the Student Service Organization executive board of four students, two girls and two boys.

Matters of discipline—talking, wasting time, disturbing, etc., are referred to the SSO executive board which meets the first period each morning to review any cases that have been referred to it. Infractions of school rules and policies are referred to the principal. The fact that out of 1,749,600 study-hall hours last year there were only 36 violations, shows how well the plan works.

Just before the close of school last spring the executive committee submitted a questionnaire to the entire student body in order to judge the plan's acceptance and effectiveness. The answers indicated an overwhelming satisfaction with the student-supervised study hall plan. And the faculty voted for it unanimously.

A PENNY AN INCH

A novel variation of the "penny-a-pound" method of raising funds is the "Penny-an-Inch Party." In this, the admission fee is a penny (or a nickel) for each inch of the length of the girl's foot, plus the same amount for both of the boy's feet, one set in front of the other, or measured

separately. All fractions are considered full inches.

Foot lengths may be measured by a ruler or yardstick, or these in conjunction with "shoe sizers" borrowed from local shoe stores. Later during the evening, prizes, for both girls and boys, may be awarded for the shortest and the longest feet.

This plan may be used also in connection with traditional school parties, dances, and programs.

HONORING THE GRADUATES AND PROMOTEEES

The graduation issue of "The Tatler," newspaper of the H. V. Cooper High School, Vicksburg, Miss., a 32-page tabloid-sized publication, was issued as a part of the "Vicksburg Evening Post."

The "Satellite," ("Which Orbits the School and Sends the News") of the Brogden Junior High School, Durham, N.C., issued a six-page special ninth grade edition to honor and commemorate the first class being promoted to senior high school. This paper is a supplement to the last regular edition of the school year.

NATIONAL HONOR SOCIETY TUTORING PROGRAM

A main advantage of the National Honor Society is that it does not merely honor—it has a definitely constructive program of service.

One rapidly-developing field of service is that of a tutoring program for students who are having difficulty with classroom work. The National Office estimates that about 20,000 students are now being helped through this program.

It often happens that, due to her schedule and the size of her classes, a teacher may not be able to devote needed attention to individual students. Too frequently a student who is having difficulty hesitates, for various reasons, to ask his teacher for special help. Here is where the National Honor Society can and does help.

Members of the Society turn in their names and indicate the subject or subjects in which they believe themselves capable of helping, to the sponsor. Students needing help also report to the sponsor, indicating the subject concerned. The sponsor passes along this information to the proper Society member who, in turn, contacts the student. Together they plan a schedule—before or after school, in the evening, or during the weekend; sometimes help is given on particular problems by telephone. Often several students meet with one tutor.

Tutoring lasts as long as it is needed, from a

session or two to a semester or more. Of course, there is no expense involved.

Obviously, help on one subject may assist the student in his other subjects, especially where his difficulties relate to habits of study, organization, memorization, use of materials, personal shyness, reciting, writing, taking tests, etc.

Needless to say, tutoring is not always 100 per cent successful; some students just cannot be helped, and some may want too much help. However, the plan has been and is being very successfully used. And teachers and administrators—as well as Society members—are greatly in favor of it.

STUDENTS PUSH SAFE HARVEST DRIVE

This year the ROVA, Oneida, Illinois, High School Future Farmers of America took a leading part in the Safe Corn Harvest campaign.

Each member of the chapter contacted 10 farmers in his area, emphasized the importance of care in operating the cornpicker, placed a safety sticker on the machine, and presented a reminder card to the farmer's wife. Nearly 200 farmers were contacted and "stickered."

A JUNIOR MUSEUM

In 1953, Hazel P. Lutz, elementary art supervisor in the Manchester, Conn., public schools, suggested the idea of a children's museum to the local PTA. The idea and plan were heartily approved. Letters were sent to each child's parents, explaining the plan and soliciting loanable articles and items. The response, immediate and very generous, included about everything imaginable. PTA volunteers sorted, labeled, catalogued, and mounted, boxed, or in other ways prepared the articles for exhibit.

Each year the museum grew, overflowing its original small basement room, until it became a community institution. In 1958, with the help of a citizen's committee, the Lutz Junior Museum, Inc., acquired a building of its own (a two-room unused school), a board of directors, and a full-time director.

ELEMENTARY SCHOOL SCIENCE CLUB

Fifth grade pupils at the Delmar-Harvard elementary school in University City, Mo., have organized a science club which meets once a month for discussions, demonstrations, and programs. Often they schedule outside speakers and demonstrators from chemical and other industrial and commercial companies, hospitals, and other schools.

What You May Need

NATIONAL LIBRARY WEEK

The fourth annual observance of NATIONAL LIBRARY WEEK will be held April 16-22. This 1961 program will stress reading for young people and emphasize the importance of the school library.

A school KIT of promotion aids is available again this year. (Last year 5,000 of these KITS were used throughout the country.) This KIT includes a large poster, four-color streamer, four-piece four-color mobile, 50 attractive bookmarks, a supplementary guide to "Activities for Youth—in School and in the Community," and a special reprint of program suggestions for Parent-Teacher Associations. The KIT is priced at one dollar.

Address, SCHOOL KIT, National Library Week, P.O. Box 365, Midtown Branch, New York 18, New York.

TEAMWORK BETWEEN SCHOOL BOARDS AND BOY SCOUTS OF AMERICA

The primary purpose of a bulletin under the above title, prepared jointly by the National School Boards Association, the Association of School Business Officials, and the Boy Scouts of America, is to help increase local understanding and cooperation between these groups, particularly in some problem areas where Boy Scout groups are not now permitted to use public school buildings. Free, from Boy Scouts of America, New Brunswick, New Jersey.

ORAL SCREW RECOMMENDED AS FIRST AID EQUIPMENT

Perhaps very few coaches and athletic directors have been confronted with the situation of an athlete swallowing his tongue. It occurs rarely, but when it does, the boy can die unless his jaws can be opened to permit the coach or attendant to pull the tongue out easily. During the All-Star Football game in Chicago in 1959, the availability of the "oral screw" is credited with having saved the life of a player.

The "oral screw" is a gadget used to open the jaws of an athlete under such conditions. It is available at your favorite sporting goods store, and costs approximately \$3.00. The I.H.S.A.A. recommends that the "oral screw" become an item of equipment in every school's and every trainer's first aid kit.—Iowa High School Athletic Association Bulletin.

REPRODUCTIONS OF FAMOUS DOCUMENTS

Authentic reproductions of the Declaration of Independence, the Constitution of the United States, The Bill of Rights, and Lincoln's Gettysburg Address are now available at low cost.

Each of these documents has been reproduced on crinkly parchment paper, pre-aged down to the muted tan and waterstains of the originals. They are suitable for framing for home or school. Size, 13½ x 16 inches. Price 25 cents each (minimum order, one dollar). Ameritage Company, P.O. Box 1377, Philadelphia 5, Pennsylvania.

MOVIE SHOWS NEW LIFE-SAVING TECHNIQUE

A special 13½ minute, color and sound dramatic film, entitled "50,000 Lives," on the newly-approved mouth-to-mouth rescue breathing technique, is available for free-loan to community organizations, high schools, colleges and TV stations, through the national distribution centers of Association Films, Inc.

Mentioned in the Bible but overlooked until recently, the mouth-to-mouth technique is now the official life-saving method adopted by the American Red Cross and our Armed Forces. Every man and woman is urged to learn the method, which can save 50,000 lives needlessly lost each year through asphyxiation.

"50,000 Lives" was underwritten by Johnson & Johnson and produced by MPO as an educational public service program.

Prints may be obtained for free-loan from Association Films' distribution centers located in: Ridgefield, N. J. (Broad at Elm); La Grange, Ill. (581 Hillgrove Ave.); San Francisco, Calif. (799 Stevenson St.), and Dallas, Texas (1108 Jackson St.).

THE DISHONOR ROLL

Since the first automobile clanged its way down the cobblestone streets more than 62 million killed, crippled, and maimed Americans have inscribed their names on the Dishonor Roll. More have died on the highways than on our nation's battlefields, and more have been injured than in all the world's wars combined.

The Dishonor Roll is the title of a very attractively illustrated 30-page booklet on street and highway accidents. Its 14 tables cover types of accidents, actions of drivers and pedestrians, age, operating experience, and sex of drivers, type of vehicles involved, weather and road conditions, days and hours of occurrence, and direction of travel.

Here is an intriguing booklet which high school students will read with interest and profit.

Free, The Travelers Insurance Companies, Hartford, Connecticut.

Among The Books

FIRST PLAYS FOR CHILDREN, by Helen Louise Miller, is a collection of short, royalty-free plays designed to provide easy dramatic material for the youngest age groups.

Some of these plays are just for fun, some entertainingly dramatize everyday learning experiences—courtesy, thrift, safety, mailing a letter, telling time, etc., while others are built around seasonal events and holidays.

The production, costumes, and properties for these playlets are simple, and flexible casts permit the adaptation to groups of varying sizes. Familiar tunes, short speeches, and simple rhymes make the parts easy to learn.—Published by Plays, Inc., Publishers, 8 Arlington Street, Boston 16, Mass. Price, \$4.00.

"SUCCESSFUL LEADERSHIP IN GROUPS AND ORGANIZATIONS"

This is another book added to a list of very helpful publications this company publishes. Helpful to high school and college officers and leaders.

Its chapters are all entitled How To . . . and follow these themes: use parliamentary procedure, be a skillful chairman, be an efficient officer, run a business meeting, work in groups, draft a constitution and bylaws.

Written by Joseph A. Wagner of Long Beach (California) College, it sells for \$1, and may be secured from Howard Chandler, Publisher, 660 Market St., San Francisco 4, California.

"HOW TO GET INTO COLLEGE"

This new book is authored by Frank H. Bowles, President of the College Entrance Examination

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Board. With colleges overcrowded and thousands of high school graduates trying to get into college, it would seem that this book should be required reading for high school seniors and high school counselors. The 358 questions which prospective college students ask are answered in detail. "How to Get Into College" is published by E. P. Dutton and Company, 300 Fourth Avenue, New York 10, N. Y. Price, \$2.95.

Comedy Cues

An inferiority complex could be a blessing if the right people had it.

★ ★ ★

The Reply Adequate

Mother: "Does my boy like to study?"

Teacher: "He likes to do nothing better."

★ ★ ★

It takes years to make a friend, then he can be lost by one little incident.—Ralph Waldo Emerson.

If you cannot do great things, you can do small things in a great way.—James Clarke.

Laziness grows on people; it begins in cobwebs and ends in iron chains. The more one has to do the more he is able to accomplish.—Sir Thomas Buxton.

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